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Improving Students' Reading Comprehension through the Intensive Reading

Approach at a private high school in Cuenca

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Resumen

Una buena comprensión de lectura literal es un componente esencial para el éxito en el aprendizaje del inglés. Sin embargo, existen varias estrategias que los profesores de inglés pueden poner en práctica para mejorar esta destreza. Por lo tanto, este estudio tiene como objetivo explorar cómo el enfoque de lectura intensiva mejora la comprensión de lectura literal de los estudiantes. La muestra estuvo conformada por veintisiete estudiantes del grado 12 de bachillerato de un colegio privado. Se emplearon instrumentos cuantitativos y cualitativos para recopilar datos a través de un estudio de investigación Acción Exploratoria, la cual incluyó una prueba de lectura Cambridge A2 (examen KEY) como prueba diagnóstica y sumativa al principio y al final de las intervenciones de investigación para diagnosticar el nivel de comprensión de lectura literal de los estudiantes, así como la observación mediante el uso de una lista de verificación y un grupo de discusión administrado después de la aplicación del enfoque de lectura intensiva (IRA) para recopilar información sobre las perspectivas de los estudiantes. Los resultados demostraron una mejora significativa en la comprensión de lectura literal de los estudiantes de EFL como resultado de la implementación del IRA, enfatizando su impacto beneficioso en las habilidades de comprensión de lectura literal. Además, permitió un aumento significativo de la participación de los estudiantes durante estas lecciones.

Palabras claves: Enfoque de Lectura Intensiva, Comprensión lectora literal, Investigación Acción Exploratoria

Abstract

Strong literal reading comprehension is an essential component of successful English learning. However, there are various strategies that English teachers could implement to improve this skill. Therefore, this study aims to explore how the intensive reading approach (IRA) improves the students' literal reading comprehension. The sample consisted of twenty-seven students in the 12th grade of high school in a private high school. Quantitative and qualitative instruments were employed to gather data through an exploratory action research study, including a Cambridge A2 reading test (KEY exam) as a diagnostic and summative test at the beginning and end of the research interventions to diagnose the level of literal reading comprehension of the students, as well observation by using a checklist and focus group discussion administered after the IRA implementation to collect information about the students' perspectives. The findings demonstrated a significant improvement in EFL students' literal reading comprehension due to implementing the IRA, emphasizing its beneficial impact on literal reading comprehension abilities. Furthermore, it allowed for a significant increase in students' participation during these lessons.

Keywords: Intensive Reading Approach, Literal reading comprehension, Exploratory Action Research

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1. **Introduction**

In English as a foreign language, students need to dominate the four fundamental language skills, with reading being one of them. Johnson (2019) stated that reading entails the capacity to interpret symbols in writing and comprehend written information in printed documents or online resources. Additionally, reading is undeniably an indispensable skill for students because it is a crucial way to acquire information and improve their English proficiency. Likewise, reading habits can contribute to students' knowledge and language skills (Hidayat, 2023).

Notwithstanding the importance of reading in English lessons, students often struggle the most with this skill because learners can find reading challenging (Ahmadi et al., 2013). According to Prayuda (2023), another reason why students do not like to read is due to a lack of interest in different tasks that are not carried out with a purpose, which can be another cause of their boredom. Therefore, reading is a fundamental aspect of language acquisition, particularly beneficial for students learning English as a foreign language (Rini, 2013). Teachers can help learners improve reading comprehension by engaging students with diverse printed materials such as books, stories, articles, and poems. They will facilitate their reading comprehension process (Erlina et al., 2016). Nonetheless, there are some fundamental components to achieving proficiency in reading should be developed, such as reading comprehension (Alyousef, 2005).

Moreover, enhancing students' reading comprehension is crucial. Through this exploratory action research study, the researchers will implement the intensive reading approach (IRA) to improve reading comprehension among A2-level English learners. This approach employs lesson plans based on intensive reading activities. This approach enables students to examine

texts closely, frequently concentrating on specific paragraphs. This method encourages in-depth content examination, resulting in a more profound comprehension of complicated literature. Finally, students study literature's language and sentence patterns through intensive reading.

2. Diagnosis of the situation

In the Ecuadorian context, there is a lack of interest in reading since students do not seem to have developed a positive attitude toward reading both in the English language and their mother tongue (Chuquiguanga & Bravo, 2023). There needs to be a culture of reading both in and out of classrooms (Salvador, 2017). As a result, students have not been able to develop their reading skills adequately.

During the ninth semester's teaching practicum at a private school in Cuenca-Ecuador, the researchers observed a poor level of reading competence and a lack of valuable approaches to developing and improving reading skills in the English class of the 12th grade of high school, consisting of twenty-seven students, all of them had a competency level of A2 according to Ecuador's EFL curriculum. Through participant observation, researchers found that students faced challenges in developing their reading skills. For instance, the learners had trouble accurately comprehending the reading materials presented by the teacher, showing comprehension skills below the A2 level according to the Common European Framework of Reference (CEFR). Their struggle extended to identifying the main ideas and supporting details conveyed in the text, which did not allow them to produce coherent summaries based on their understanding. Watson et al. (2012) mentioned that it is so complicated to identify the key ideas in the text. He explains how summarizing is challenging since it requires readers to actively

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analyze the text while simultaneously identifying essential information, removing unnecessary details, and integrating the main concepts over paragraphs and chapters.

Furthermore, despite the teacher's best efforts to incorporate additional reading exercises to enhance the student's skills, there was an evident lack of interest in the texts presented and an absence of effective reading strategies employed by the teacher to engage the students with the material. According to Ulfah et al. (2022), using specific strategies such as pre-, while, and post-reading activities improves students' literal reading comprehension and gains learners' interest in the texts. Besides, the English teacher can monitor students' understanding during the reading activities with these three stages. To successfully enhance learners' literal reading comprehension, the teacher should consider and not omit these stages for students to be effective learners in reading comprehension. Additionally, researchers noticed that the instructional tools used by the teacher did not effectively engage students, potentially impeding their motivation to improve their reading comprehension.

Taking into account the reasons mentioned before, implementing an intensive reading approach is one possible way to deal with the observed situation. This approach could enable a student to do an in-depth analysis under the teacher's guidance during a brief analysis of vocabulary and grammar issues (Mart, 2015). Besides, increased opportunities for learners to interact with a book are brought about by intensive reading; hence, comprehension is enhanced as the learner is more familiar with the vocabulary and grammar structure (Douglas, 2006). Through this approach, students can promote good reading habits, and pupils who do not enjoy reading may learn to enjoy reading a little more (Subramaniam & Zainal, 2018).

Therefore, the researchers propose to carry out a qualitative exploratory action research study, which allows them to engage actively with educators, students, and the learning

environment to improve students' literal reading comprehension through intensive reading, being able to make adjustments and ongoing improvements as necessary.

3. Importance of the Study

First of all, it is important to mention that in Ecuador, English proficiency has become quite essential in facing the multiple challenges demanded by society since it is considered a tool for competitiveness throughout the country in the professional world (British Council, 2015). Therefore, if learners master this language, many more opportunities will be available (Hayati, 2016).

To address the challenges of students' reading comprehension and the increasing significance of English learning in Ecuador, the following exploratory action research study will be focused on applying the intensive reading approach. This approach was selected due to the many positive studies showing how it can enhance reading comprehension through deliberate and structured reading activities. This is demonstrated by the researcher Cárdenas (2020), who implemented IRA to enhance the student's reading comprehension. In addition, he claimed that with this approach, EFL students had a sense of satisfaction by improving their positive attitude about reading after participating in the IRA. Another study by Purbayani et al. (2023) found that the IRA has a significant effect on students' reading skills, allowing them to understand specific texts better and construct sentences in their language. In addition, they can read the text faster and are more interested in reading than before. Furthermore, the findings will provide actionable insights for educators, enabling them to design and implement more effective ways to deal with the unique needs of high school students challenged by low reading comprehension skills. The research directly contributes to improving educational outcomes and

language proficiency in this population by identifying the possible solutions that best fit this context.

This research is highly feasible for several reasons. First, this research is viable as the researchers can apply this approach in any educational setting. Also, the research was made possible with the support and approval of the school's principal and the student's parents. Second, the application process for the intensive reading approach did not require researchers to allocate financial resources to cover all necessary expenses. Finally, the interventions took eight weeks, with eighty-minute class times, which proved enough to provide the targeted eight intervention lessons.

Research Question:

1. How does the intensive reading approach (IRA) improve students' literal reading comprehension?

   ● **General Objective:**

   To explore how the IRA improves the students' literal reading comprehension.

   ● **Sub-Questions:**

1. What is the level of literal comprehension before and after implementing the intensive reading approach?

2. What are the students' perspectives on implementing the intensive reading approach for improving literal reading comprehension?

   ● **Specific Objectives**

1. To diagnose the level of students' literal comprehension before and after implementing the intensive reading approach.

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2. To implement intensive reading activities to enhance the students' literal reading comprehension.

3. To reflect on the students' perceptions about implementing the intensive reading approach for improving literal reading comprehension.

4. Literature Review

4.1. Previous studies

The research conducted by Ni'mah and Sholihah (2022) revealed that the intensive reading approach (IRA) plays a significant role in enhancing students' reading comprehension since it allows them to pay more attention to grammatical forms, discourse markers, and other structural details to achieve the goal of develop literal meaning, implications, and rhetorical relationships.

Studies recently conducted by Cárdenas (2020), Purbayani et al. (2023), Diniarti (2019), and Azkiyah and Sunengsih (2019) have explored the effects of the implementation of the IRA regarding the language skills of the students. The following research developed by Cárdenas (2020) examined the effectiveness of IRA in improving reading comprehension with sixteen third-grade students. The study involved various stages, including workshops and reading assessments during the intervention phase, which helped determine the approach's effectiveness. Tools were used to gather student perspectives and report findings. The study found that IRA enabled students to make predictions before reading and summarize the content afterward, fostering a sense of accomplishment and a positive attitude toward reading. However, Cárdenas (2020) noted the importance of providing students more opportunities to engage with texts.

Furthermore, the results obtained during this research showed that the intensive reading approach is efficient in an EFL context, as it allows students to understand texts step by step rather than all at once. Despite its benefits in developing reading skills, emphasized that intensive reading requires more instruction and time for students to process the material thoroughly (Cárdenas, 2020). In summary, while intensive reading is a valuable tool for enhancing reading comprehension, educators must give students enough time and guidance to maximize its benefits.

Purbayani et al. (2023) conducted similar research focused on the effects of the intensive reading approach on the development of students' reading abilities. Ten EFL students from the Early Childhood Education Department were chosen for this study. The researchers applied a qualitative method design utilizing questionnaires to understand the students' perceptions, including their confidence in their reading abilities, their interest and engagement in reading activities, and their self-reported improvements in reading speed and comprehension. Purbayani et al. (2023) concluded that the IRA has significant effects on enhancing the students' reading ability, allowing them to read texts faster and increasing their interest in reading. Thus, the effects of the IRA influence not only the students' reading but also their writing ability.

However, recent studies have identified specific significant issues within the reading domain, providing insights into challenges that impact both students and teachers. Azkiyah and Sunengsih (2019) suggest that reading difficulties may stem not only from students but also from teaching practices. Their research highlights the role of teachers in fostering reading proficiency, revealing that students' low prior knowledge often results from inadequate engagement in reading activities facilitated by teachers.

Pema and Sakulwongs (2022) compared the reading skills of 32 ESL students aged 12-14 using Intensive Reading. This mixed-method study demonstrated that students had limited comprehension skills before the intervention, scoring 6.1 out of 10 on a pretest. After applying Intensive Reading, their scores improved to 7.4 out of 10, and they reported increased satisfaction and confidence with reading materials. This study provided evidence to support the effectiveness of Intensive reading in improving reading comprehension and satisfaction among ESL students. Finally, the findings highlight the importance of adopting active reading strategies to foster language development in language-learning contexts.

Similarly, intensive reading emerges as a pedagogical approach that not only develops language proficiency but also enhances reading comprehension. Additionally, a study in 2011 by González explored the intensive reading approach and its effects on reading comprehension. The study found that the approach promotes two necessary elements for reading comprehension. The first one is that reading involves various facets that must be considered when integrating into classroom practices. Also, teachers must understand how to assess reading and incorporate it into lesson plans. Finally, reading needs to be seen as a dynamic endeavor that promotes a student's active role (Dolba et al., 2022)

Considering these previous results, Taembo (2023) highlighted that comprehension requires knowing the aims or purposes of reading. In implementing the IRA, three stages must be followed: pre-reading, while-reading, and post-reading. Correctly applying these stages helps students increase their engagement and effectiveness in reading activities in the classroom.

Within the context of intensive reading, the choice of materials plays a crucial role in facilitating practical learning experiences. Suwarso and Praseno (2022) underscored this aspect

in their study, where they developed 11 units of Intensive Reading material based on prior needs analysis data. The developed materials covered a range of text types, including descriptive, narrative, recount, and procedure texts, crucial for comprehensive Intensive Reading instruction. Furthermore, the research resulted in materials focused on intensive reading skills such as scanning, skimming, previewing, predicting, vocabulary building, and understanding text elements like the topic, main idea, and paragraph structure.

Bessu et al. (2018) emphasized the importance of selecting materials tailored to students' needs before designing instructional elements. They highlighted the necessity for materials to not only provide authentic language use but also incorporate activities that effectively facilitate students' understanding of text elements. Using diverse types of authentic materials can motivate students to engage in extensive reading. These studies underscore the significance of thoughtfully selecting materials aligned with students' needs in Intensive Reading instruction.

Therefore, it is paramount to consider various factors when implementing the intensive reading approach. Ni'mah and Sholihah (2022) in their mixed-method research titled "What Do Students Need?" regarding intensive reading, mentioned that effective teaching materials will be the best assistance for students. The aim of this was to know about students' needs and lecturers' perceptions toward the effective teaching materials of intensive reading. Besides, through the instruments that were applied, teachers and students felt that reading resources that included a variety of genres and themes, lists of new vocabulary, concise explanations of vocabulary and reading skills, and comprehensive exercises testing reading comprehension were appropriate.

4.2. Theoretical Framework

Schema Theory in Intensive Reading

Schema theory provides valuable insights into how readers construct meaning from texts by connecting new information with their prior knowledge structures. In Intensive Reading, where students focus on detailed comprehension and language features, applying schema-based strategies becomes particularly relevant. By activating their prior knowledge during pre-reading activities, students can activate relevant schemas to understand and predict the text's content (Fahriany, 2015).

Moreover, schema theory emphasizes the importance of engaging readers in actively processing and consolidating information during intensive reading tasks. Students improve their comprehension skills through while-reading activities by connecting new information with their mental schemas and making sense of the text in real-time (Yan, 2020). Additionally, post-reading activities offer opportunities for students to reflect on their understanding, consolidate learning, and expand their schemas by integrating new insights gained from the text (Ding & Zhu, 2019).

Also, incorporating schema-based strategies into intensive reading instruction enables students to develop more comprehension skills and enhances their reading success. Finally, by guiding students through the cognitive processes involved in schema activation, prediction, information processing, and consolidation, teachers can support them in becoming more proficient and strategic readers.

Reading in EFL Classroom

One standard definition of reading is the process of acquiring and analyzing information (Urquhart & Weir, 2014). Alyousef (2005) also defined reading as a participatory activity. This interaction occurs when a reader comes into touch with any book and begins to analyze and categorize important information they can then debate and share with others. So, the reader can use various techniques to piece together the meaning that is believed to have been expressed by the author. A reader accomplishes this by contrasting textual information with prior experiences and knowledge (Milkulecky, 2008). Additionally, comprehension is influenced by the reading purpose, context, text character, and the readers' approaches and knowledge (Syamsir et al., 2021). Furthermore, Darrow and Howes mentioned that reading has five abilities to stimulate powerful reading: word recognition, word meaning, comprehension, interpretation, and selection of reading resources (1990, as cited in Budiharso, 2014).

Reading is a fundamental ability for foreign language learners since it provides the input required for language development. Reading is an interactive activity that creates meaning through the dialogue between a text and a reader (Rosenblatt, 1996, as cited in Naiditch, 2010). Furthermore, reading is an essential academic language competence in EFL classrooms. It receives significant attention for two main reasons: it is a fundamental academic objective, and written texts serve various pedagogical purposes, which contributes to the reading's specific emphasis ("Methodology in Language Teaching," 2002). However, teaching reading is difficult since it necessitates numerous skills and sub-skills used intensively when processing information from a text. Furthermore, the fact that multiple people read a text for different reasons has resulted in the development of a range of approaches or strategies, which are now used in many foreign or second language learning settings (Haider & Akhter, 2012).

Reading Comprehension

"Reading is more than letter recognition, but involves determining meaning and context" (Mckee, 2012, p. 46). Veeravagu et al. (2010) argued that reading comprehension is a cognitive process in which a reader chooses facts, details, or concepts from printed materials, deduces the meanings the author intended to convey, assesses how these connect to prior knowledge and evaluates their suitability and value for achieving the student's goals. Furthermore, comprehension abilities allow learners to interpret and understand the meaning of the texts they are reading (Afriyeni et al., 2013). The process of extracting and constructing meaning is known as reading comprehension. Finding out how words are represented in print and precisely and effectively translating print to sound is necessary to extract meaning. Representing the information provided is an essential phase in constructing meaning, which requires creating new meaning and fusing new and old information (Snow & Sweet, 2003). Reading comprehension abilities support the idea that reading skills can speed up the process of learning a native or second language. Yildirim et al. (2020) argued that reading comprehension is paramount to readers' previous knowledge. Before combining and integrating new information in a text with prior experiences or background knowledge, a text's new information must be connected to and analyzed. However, there are various strategies that readers can use to enhance their comprehension, such as summarizing, determining the key concept, being aware of the text's structure, predictions, and self-reflection (Afflerbach et al., 2008).

On the other hand, comprehension can be categorized into three primary levels: literal, interpretive, and critical. However, for this study, researchers focused on the first level of comprehension, which is literal comprehension, where students infer details from a book using its explicit language (Carnine et al., 2016). Chen (2011) mentioned that basic literal comprehension is known as "reading the line" because it uses elementary linguistic skills to

interpret the author's intended meaning for readers. Gagne et al. (1997) argued that literal comprehension involves accessing word meanings (lexical access) and forming propositions by putting words together using syntactic rules (parsing). Additionally, learners' capacity to precisely recognize individual words and comprehend the meaning formed when words are combined to form propositions and sentences is a prerequisite for this level of comprehension (Perfetti et al., 2008). Ghaith and Obeid (2004) argued that literal comprehension required sequencing tale events and identifying and comprehending facts and cause-and-effect aspects explicitly mentioned in the text. Literal comprehension exercises encourage students to do little more than locate material that has been made clear in a text (Carnine et al., 2016). Finally, the terms what, who, where, and when are frequently employed in literal comprehension questions to help students comprehend and analyze texts (Sulfa et al., 2023).

Intensive Reading

Intensive reading entails reading to gather information. Therefore, it is anticipated that students will learn something new through their focused reading and put into practice the knowledge they have gained from the reading material. In a nutshell, it is reading closely or in-depth to understand specific material. It implies high comprehension and retention over time (Prayuda, 2023). Besides, Ni'mah and Sholihah (2022) argued that reading instruction is directly associated with intensive reading activities, in which students must read brief texts and comprehend their literal significance. The purpose of intensive reading is to concentrate on the grammar and content. Teachers can also participate by having students guess information from readings, read loudly, and pose questions. Learners can comprehend a text's significance this way (Cárdenas, 2020).

Haider and Akhter (2012) also defined intensive reading as scanning a short text to extract detailed meaning. It seeks to improve reading abilities by detecting primary ideas, specific information, text connectors, and learners' vocabulary and grammar. Translation exercises are frequently used, especially while learning a foreign or second language. Moreover, Prayuda (2023) has mentioned that intense reading was designed to help students comprehend the text's content more effectively and grow and enhance their reading comprehension skills through precise reasoning. To find out how well the students understood the reading assignment, they had to read the material independently and respond to the questions based on it. Finally, the teacher must encourage reading by providing suitable materials, particularly for students just beginning to study (Alyousef, 2005).

Reading Process for Intensive Reading

When educators teach reading comprehension or only reading, they assign a reading text with a new theme. They also attempt to elicit the students' general knowledge or prior knowledge related to the theme by responding to questions or asking about their opinions about those themes. This allows the students to have an opinion about what will be discussed in more detail later (Muchtar, 2020). According to Intriago (2023), there will always be a characteristic that makes it feasible to identify the procedures or actions to take to achieve a high reading comprehension standard. Purbayani et al. (2023) mentioned three stages that are important to take into account at the moment of teaching reading or implementing an intensive reading approach:

Table 2. Reading Process for Intensive Reading

Reading Process for Intensive Reading

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Pre-reading	During this stage, the teacher draws up the reading tasks. This exercise consists of reading the book aloud, making predictions about it, presenting questions and providing answers, and introducing significant terms related to the content.
While-Reading	During this stage, learners will commit to carefully reading the material, identifying and interpreting any words they encounter silently or loudly. After that, the students complete reading exercises. The main actions are reading and rereading the book carefully and intently. After that, students should examine the text's content, grammatical structure, and vocabulary.
Post-Reading	In this stage, the educator and the students summarize the text. Furthermore, the instructor evaluates the pupils' comprehension of their studied text. This evaluation is known as "reflection." The teacher could assess the students to find out if they understood the material correctly, ask them to reflect on what they had learned, and check if the reading goal had been met.

Elaborated by: *Erika Vanessa Mejia Landi and Evelyn Vanessa Peralta Villalta*

Retrieved from (*Purbayani et al., 2023) Reading process for Intensive Reading.*

Characteristics of Intensive Reading

Palmer (2009) mentioned some characteristics of intensive reading: 1) It is distinguished by slowness and deliberateness. The student used his dictionary while he read the material line by line. 2) This approach is typically in a classroom setting. 3) It promotes the

growth of reading abilities. 4) The goal is to increase linguistic knowledge rather than rely on honing reading comprehension skills. 5) It is employed when reading the content, which calls for focus and attention. Besides, Cruz and Moncayo (2019) mentioned that through the use of intensive reading, students not only improve their reading comprehension but also learn more complex topics in more straightforward settings as they become immersed in the text and become able to distinguish grammar structures and discourse markers in context, which gives them a sense of real-life usage.

Benefits of Intensive Reading

Intensive reading has many benefits for teachers and students. Despite being traditional and teacher-focused, the IR approach has significantly improved students' reading comprehension skills (Ali et al., 2022). Moreover, educators typically use this approach since it helps students improve their reading comprehension (Yang et al., 2012). According to Paran (2003), intensive reading is excellent for strengthening reading abilities in EFL students as they can absorb texts in steps rather than as a whole. In addition, this approach works well for teachers because it divides reading instruction into three stages: pre-, while, and post-reading. Ali et al. (2022) argued that using short texts provides the teacher with clear guidance to regulate the students' reading; eventually, it prevents students from developing into fluent, independent, and autonomous readers. With this approach, students can enhance the other three primary language skills (writing, speaking, and listening) when they begin reading intensively (Cárdenas, 2020).

Additionally, Cruz and Moncayo (2019) stated that the intensive reading approach is beneficial in an EFL classroom because it allows students to manage the material in a less complex way. It also allows for incorporating more content because the readings are brief and

easy to study. Ultimately, intensive reading provides an overview of the reader's level of understanding. It's a valuable tool for improving reading comprehension (Hidayat, 2023).

Intensive Reading Activities to improve reading comprehension

The most typical purpose for intensive reading is enhancing reading comprehension. This is consistent with the reading activity's original goal, which was to comprehend the reading's contents to expand on one's ideas and experiences by drawing on those of others (Scammacca et al., 2020). Moreover, it is fundamental to acknowledge that IRA is carried out under the teacher's guidance. With this assistance, students can concentrate on their tasks, which is beneficial because it will enable them to advance even further. Throughout this approach, teachers are in charge of determining whether or not pupils are misunderstood on a subject or in need of anything (Cruz & Moncayo, 2019).

Furthermore, the activities covering various topics significantly help students understand and reinforce concepts more thoroughly. It is beneficial for teachers to be aware of their students' competence levels and possible next steps when a topic still needs to be fully mastered (Cruz & Moncayo, 2019). In addition, they mentioned that boosting reading comprehension involves practice and participation in many different kinds of reading activities. Here are some rigorous reading activities that could help with reading comprehension:

Table 3. Intensive Reading Activities to improve reading comprehension

Intensive Reading Activities	
Skimming	It involves predicting text content based on the title, heading, or graphic to determine what the text is about.

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	This strategy allows the reader to gain an overall understanding of the content.
Scanning	It entails looking for specific information in the text, such as names, dates, locations, questions posed, or particular acts taken by the characters. It may take longer to complete, but the reader will be able to focus on pertinent and crucial information. These strategies contribute to increased reading speed and the habit of reading texts.
Making predictions	Students develop an opinion about the content based on the cover image or title of the reading. The picture must contain relevant questions that students can locate. This can be done in small groups, allowing learners to participate and help one another.
Brainstorming	It allowed learners to highlight the most important words or concepts to develop a general understanding in an organized manner. This activity is commonly utilized as a pre-reading activity since it allows young people to summarize the content using basic terms.
True or false statements	These activities require careful selection because if the questions are simple to understand, students cannot reach their full potential or develop their reading comprehension. When writing false questions, students

	must be able to locate the proper answers and demonstrate that their decision was correct.
Multiple Choice Questions	They allow the student to have multiple answers and must select one of them. This may enhance literal comprehension and permit learners to double-check their answers. These types of questions can assist students in going deeper into the specific facts in the text.
Filling the blanks	It permits pupils to select the words they have seen and absorbed while reading. It could include synonyms, antonyms, definitions, or just the plot's conclusion. This assignment tests student's comprehension.
Close-ended questions	They are used to determine the answers based on the author's words. Students can prioritize the most significant responses when answering a question. This helps them retain information for future use. As a result, pupils are actively engaged with the content.
Summarizing	It involves choosing essential ideas from the text to determine whether learners understand the topic. Depending on the student's level, it can be done in a single sentence or more. Additionally, it can be done for each paragraph or the entire text.

Elaborated by: *Erika Vanessa Mejia Landi and Evelyn Vanessa Peralta Villalta.*

Retrieved from *(Cruz & Moncayo, 2019) Different intensive reading activities to facilitate the students' reading comprehension.*

5. Methodology

The purpose of this section is to introduce the methodology employed during this study. This includes the type of study, data collection method, techniques, instruments, and participants who will be involved in this study. Finally, these elements will be used as a guide to explore how the intensive reading approach enhances the students' literal reading comprehension.

5.1. Research method

This research was completed following a qualitative approach and utilizing specific quantitative tools that are part of exploratory action research (Mertler, 2019). According to Ugwu & Eze (2023), "Qualitative research aims to gain a comprehensive understanding of social phenomena in their natural environments" (p. 20). It involves examining and delivering more in-depth insights into real-world situations by collecting and analyzing non-numerical data such as text, video, or audio (Tenny & Brannan, 2022). Employing a qualitative approach is especially useful in exploratory action research because it focuses on collecting descriptive data through observation and interviews. This data helps to understand the participants' emotions during the implementation of this approach.

Moreover, this approach was carried out to assess reflections and the impact of interventions, revealing vital information on student learning processes. Furthermore, this study also applied quantitive tools to diagnose participants' literal reading comprehension and compare the results of the diagnostic and summative tests. This analysis aimed to determine whether students improved their literal reading comprehension due to the interventions.

5.2. Research design

The current study was conducted in a classroom based on exploratory action research (EAR). This research design was chosen for its adaptability and flexibility in several educational settings. Furthermore, EAR offers a viable solution after implementing the IRA to improve the students' literal reading comprehension through reflection and exploration. According to Smith (2015), EAR is a form of understanding and action-oriented research that educators begin and conduct on classroom problems of interest to them. The goal is to enhance students' understanding of the learning environment and potentially lead to change. Additionally, it is a reflective process in which teachers engage to keep improving how they teach in the classroom through a cycle of implementing actions, observing their impact, and analyzing the result (Arora, 2017). As a result, based on their reflection, researchers can participate in an ongoing cycle where they may identify and reflect on how to improve their future interventions.

5.3. Techniques and Instruments

5.3.1. Diagnostic and Summative Test

For this study, researchers employed a diagnostic and summative test as a quantitative tool to measure the level of students' literal reading comprehension before and after the IRA implementation. For this reason, at the beginning of the study, the researchers administered a diagnostic test *(Annexes 2)* to assess the students' literal reading comprehension level. Subsequently, a summative test (*Annexes 3*) is given at the end of the study, which will be compared with the diagnostic test to analyze the students' improvement after implementing this approach. Additionally, the Cambridge A2 reading test (KEY) was chosen as the principal assessment tool for this study because it provides a complete assessment of reading comprehension within the larger context of English language skills (Cambridge Assessment

English, 2024). It is concordant with the A2 proficiency level required of twelfth-grade students in Ecuador's EFL curriculum.

5.3.2. The Observation

Observations are beneficial since they offer a firsthand account of what is happening in the classroom (Neubauer et al., 2019). Moreover, it allowed researchers to gather real-time data and make informed decisions about the efficacy of the intensive reading approach to improve students' literal reading comprehension. This can help to identify aspects that researchers need to improve for future interventions. In this study, the researchers employed an observation checklist (*Annexes 4*) as an instrument for the collection of data. According to Abdallah (2012), an observation checklist is a tool for systematically recording and documenting observations of specific actions, events, or qualities. A checklist is often a set of things or criteria the observer can mark or score based on their observations. In addition, it was used in each intervention, allowing researchers to examine critical aspects such as student participation, interactions, and how IRA materials enhance or improve learners' literal reading comprehension.

5.3.3. Focus Group Discussion

Researchers employed a focus group discussion after the eight interventions of the IRA had been completed (Annexes 5) to gather multiple points of view to comprehend the experiences, benefits, and challenges of implementing the IRA from the participants' perspectives. The group setting allows for collecting various perspectives on the study questions in one meeting (Hennink, 2014). Furthermore, using the focus group permitted researchers to understand the different students' perceptions during the implementation, accomplished through semi-structured questions. The focus group consisted of seven randomly

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chosen students who shared their perspectives with others with similar experiences. Finally, the discussion was conducted in Spanish because it is the participants' mother language.

5.4. Participants

This exploratory action research study was conducted face-to-face at a private school in Cuenca. Besides, the study focused on twenty-seven students in the 12th grade of high school, ages 15 to 17. This is a homogenous sample of male and female students with comparable background characteristics such as ethnicity, socioeconomic status, exposure to the English and native language, and educational background.

5. 5. Procedure: cycle of exploratory action research

In this study, researchers have chosen an exploratory action research design because it provides a systematic approach to enhance students' literal reading comprehension in English through the intensive reading approach (IRA). This cyclical process, which generally includes planning, acting, observing, and reflecting, aligns well with the study's objectives. This research design allows researchers to employ IRA while also evaluating its efficiency in improving participants' literal reading comprehension.

Figure 1

Steps of Exploratory Action Research
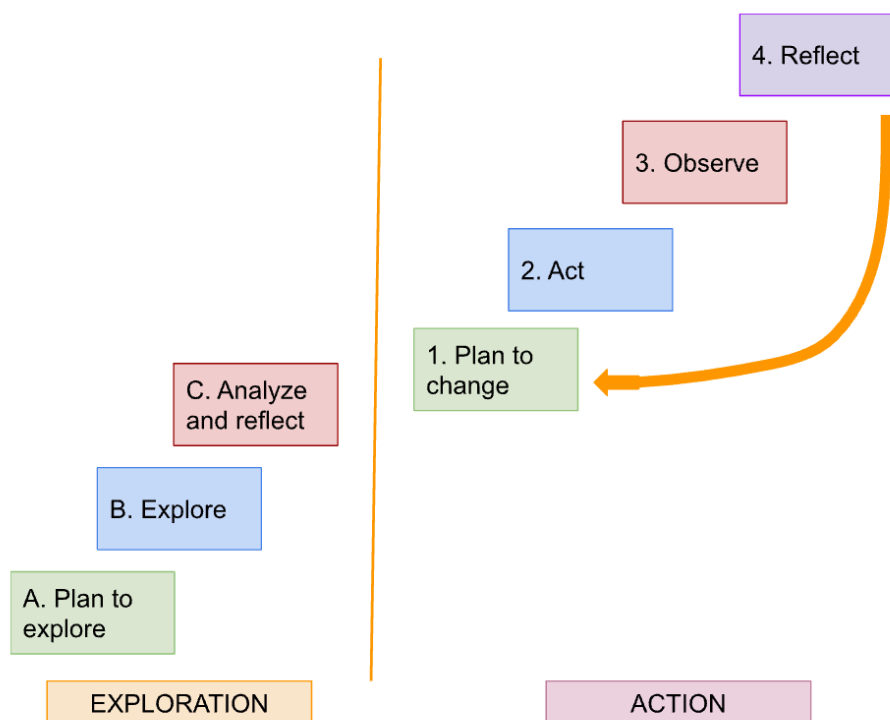
Elaborated by: *Erika Vanessa Mejia Landi and Evelyn Vanessa Peralta Villalta.*

Retrieved from *(Smith & Rebolledo, 2018) Steps of exploratory action research*

Phase 1 - Plan to explore: In this phase, researchers evaluated their practices and identified the problem they decided to investigate. After that, the researchers examined the new learning context, got to know the students, and reviewed the practice of teaching reading through participatory observation during the first weeks of practicums. They focused on the students' literal reading comprehension during the English class. Primarily, it was found that students faced particular challenges in developing their reading skills. In particular, the learners exhibited difficulty in accurately comprehending the reading materials presented by the teacher. Their comprehension levels were much lower than the A2 level they were supposed to have according to their school grade and age established by the Ecuadorian EFL curriculum. Students had difficulties comprehending simple texts, extracting essential concepts, and

writing coherent summaries, indicating the need for specific assistance to improve their reading skills.

Phase 2 - Explore: During the first weeks of practicums, the researchers explored the educational content. Also, the researchers retrieved important information about the learners' difficulties understanding the readings at this phase. Then, researchers used participatory observation to closely observe and learn how the teacher implements reading activities in his English classes to identify a problem and find a possible solution. They then administered a diagnostic test to determine the level of students' literal reading comprehension, verify the problem, and justify the need for intervention.

Regarding the results of the participatory observation and diagnostic test, in the 12th grade of high school, the researchers identified particular difficulties that learners encountered in improving their reading skills. First, there was an evident lack of interest in the texts presented by the teacher because the students considered this skill tedious. Second, the English teacher did not implement reading strategies or approaches to help his students improve their reading skills. Finally, the teacher did not foster the reading in his class. According to Dagostino et al. (2014), literal (message extraction) reading comprehension is the process of learning information from readings that are plainly expressed at a simple cognitive level. Also, at the A2 proficiency level, the students must identify the meaning of words, phrases, and sentences, as well as main ideas, critical points, comparisons, cause-effects, and sequences of ideas or events.

Phase 3 - Analyze and reflect: After recollecting the essential information, researchers analyzed and reflected on the problem and literal reading comprehension. Based on this information, they needed to make an action plan.

Phase 4 - Plan to change: After the exploratory stage, the researchers analyzed the information and concluded that students' literal reading comprehension needed to be boosted. They prepared an action plan and chose intensive reading activities to enhance the students' literal reading comprehension skills. Paran argued that intensive reading helps learners improve their reading abilities because they, in an EFL context, may understand texts step by step rather than as a whole. For this reason, intensive reading activities are considered a good option for enhancing reading comprehension (2003, as cited in Cárdenas, 2020).

The researchers designed lesson plans that included a variety of intensive reading activities. Still, it is essential to mention that the topics of each lesson plan were aligned with the English module designed for students in the 12th grade of high school following the curriculum. On the other side, the researchers employed the KEY reading exam, which provided an onset for the study by comparing and evaluating how the intervention helped improve students' literal reading comprehension. Furthermore, this test was chosen since it is a recognizable tool for assessing students' reading proficiency at the A2 level based on CEFR. Additionally, the researchers utilized a rating scale rubric to evaluate the student's performance, and the results were converted to represent the students' respective reading levels. Before the intervention, three test sections obtained results above eighteen points. After that, scores were standardized using the rule of three to create scores between one and ten points. Initial assessment results revealed that many learners scored below the intended A2 level, emphasizing the need for focused intervention.

Table 5. *Rating Scale*

CEFR	Qualification	Description
B1: Pre-Intermediate	Excellent (9 to 10)	Understands and retrieves all explicitly stated information from texts primarily composed of high-frequency every day or job-related language. Can answer who, what, when, where, why, and how questions directly from the text.
A2: Elementary	Acceptable (7 to 8,99)	Students extract the most explicitly expressed information from texts mainly composed of high-frequency every day or job-related language. They can recognize names, locations, numbers, common objects, and actions stated in the text.
A1: Beginner	Fair (4 to 6,99)	Students identify some explicitly stated information from sentences and often use phrases in the most immediate relevant areas. They can recognize common expressions, greetings, names, and things mentioned directly in the text.
Pre-A1: Starters	Needs improvement (0 to 3,99)	Students identify a few isolated words or phrases directly relevant to their present setting and basic needs. They can locate simple drawings and symbols with evident meanings.

Note: Qualitative rubric to analyze the level of students' literal reading comprehension

Phase 5 - Act: The intensive reading approach is carried out for eight sessions in this stage. In each session, the researcher used a lesson plan that included the reading process for intensive reading: pre-, while, and post-reading. The lesson plans are implemented once a week, with each session lasting 80 minutes. Additionally, the researchers employed multiple activities according to each stage to know if the students could comprehend the various readings. The topics of the lesson plans were aligned with the English module designed for students in the 12th grade of high school. Besides, the researchers used the observation checklist to evaluate the implementation and how IRA materials enhance learners' literal reading comprehension.

Phase 6 - Observe: In this stage, the researchers recollected information about what happened during the implementation of the Intensive Reading Approach. After all implementation, the learners took a summative exam, a KET test, to contrast with the diagnostic test to determine how much each student has improved after using this approach. In addition, a focus group was implemented to gather students' perceptions of implementing the IRA to enhance reading comprehension.

Phase 7 - Reflect: In the last phases, the researchers analyzed, interpreted, and reflected on the focus group discussion data, checklist observation notes, and diagnostic and summative test results to emerge with the study's findings. As a result, they determined if students could improve their literal reading comprehension.

6. Findings and Results

Researchers have applied qualitative and quantitative data collection tools through an exploratory action research study to achieve these proposed objectives and gather significant

participant data and insights. The quantitative instruments utilized were a diagnostic and summative test to measure the level of students' literal reading comprehension and have the results to compare and know how the learners' knowledge evolved after the interventions. The qualitative observation tools include a checklist, which provides for researchers' notes, and a focus group discussion, allowing researchers to understand the learners' perspectives. Data was gathered before, during, and after the intervention process.

Following the data collection, some processes were implemented to examine the information. Diagnostic and summative test results were analyzed statistically and presented in figures to determine students' literal reading comprehension levels before and after the IRA implementation. Furthermore, a rubric was designed to examine the test outcomes. This rubric, assessed on 18 points and transformed into a 10-point system using the rule of three, classified student performance based on known English proficiency levels (e.g., B1: intermediate, A2: elementary, A1: beginner, Pre-A1: starters) as illustrated in Table 5.

On the other hand, the observation checklists were codified to find common patterns, and the triangulation method was used to better organize and understand the data. Finally, the focus group discussions were transcribed from audio and analyzed using a coding method based on the students' perspectives.

Diagnostic and Summative test results

The results of the diagnostic and summative tests support the first specific objective of this study. The researchers implemented a two-part assessment technique to diagnose the level of students' literal reading comprehension before and after using the IRA. A diagnostic test was conducted before the interventions to identify the initial level of learners' literal reading

comprehension. A summative test was subsequently given at the end of the interventions to assess the influence of the IRA on literal reading comprehension. In addition, both evaluations emphasized literal comprehension, following the format of the KET exam's three reading sections (for school) and having only 18 questions. The tests were carried out face-to-face and took around 40 minutes to complete.

Using a Microsoft Excel spreadsheet, data analysis involved organizing raw test scores over 18 points on the original scale (*see Annexes 8*). Scores were then converted to a 10-point scale. In Ecuador, the grading system for high secondary education focuses mainly on a numerical rating system of 1 to 10, with 10 indicating the highest possible grade and 1 the lowest. Besides, students with grades above seven often indicate they can comprehend the learning aims (Castro, 2024). Following the implementation of the assessments and the rubric to categorize (Annexes 9) the level of students' literal comprehension, the results are presented in Figure 1.

Figure 1

Diagnostic test and Summative test results of the participants
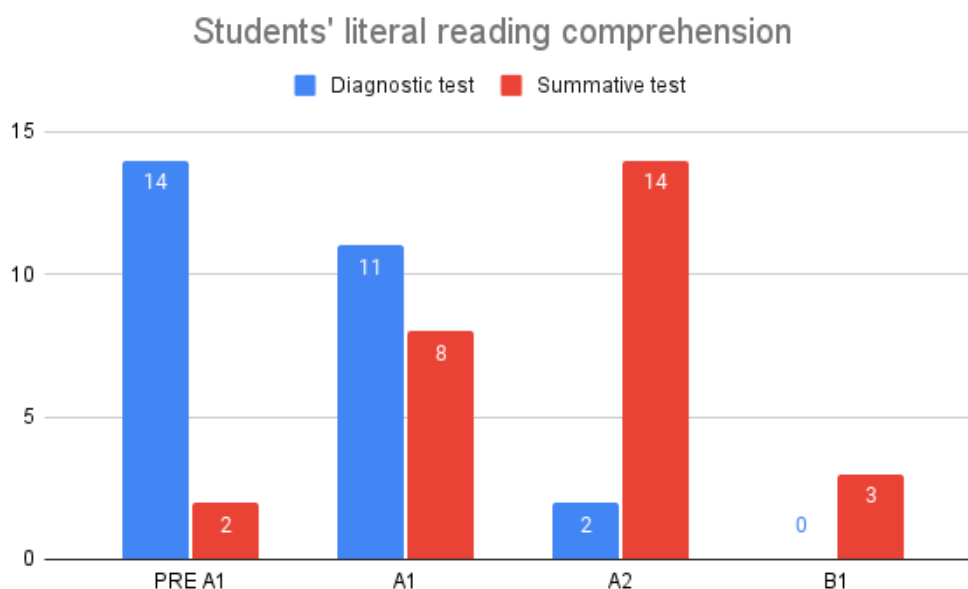
Note. Improvements in participants' literal reading comprehension before and after using the IRA.

Figure 1 depicts the diagnostic and summative test results categorized by KET proficiency level (Pre-A1: Starters, A1: Beginner, A2: Elementary, B1: Intermediate). These findings provide significant details on the influence of the intensive reading approach (IRA) implementation on students' literal reading comprehension. The x-axis represents the number of students, while the x-axis represents the English level. The diagnostic test identified that many participants had insufficient levels of literal reading comprehension. Out of twenty-seven students, fourteen participants scored in the Pre-A1 range, highlighting the need for intervention. On the other hand, eleven students achieved A1 proficiency, while only two students demonstrated A2 skills.

However, the summative test results show a more optimistic scenario after eight IRA interventions. Students' literal reading comprehension improved significantly among levels. The number of Pre-A1 students (two out of twenty-seven) has decreased considerably.

Furthermore, the A1 level consists of eight learners, and fourteen students demonstrated a boost in their literal reading comprehension. Surprisingly, only three students achieved the B1 level. The summative exam results prove that the IRA improves students' literal reading comprehension.

Figure 2

Student's improvement after the IRA interventions
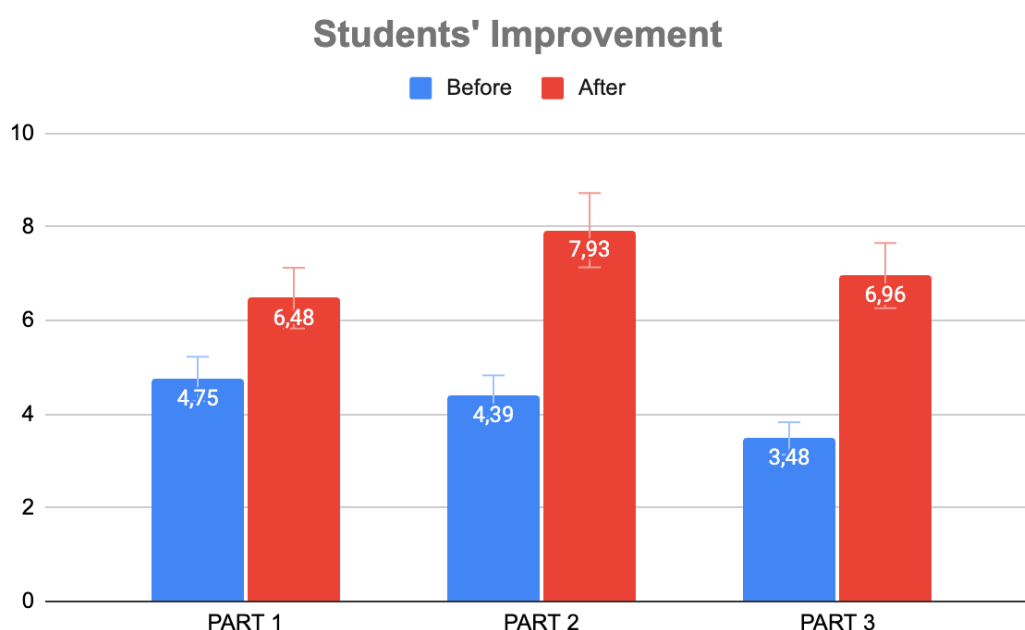
Note: Improvement in literal reading comprehension of students after the IRA implementation.

Figure 2 shows that before the IRA implementation, students struggled with literal reading comprehension in several sections of the KET exam. Part 1 assessed comprehension across various short texts, while Part 2 determined location and a solid understanding of specific information in the material presented. Part 3 deals with the main idea and specific

details from longer texts. However, most 12th-grade students had an English language reading competency of Pre-A1 (starters), the lowest score on the English placement scale before the intervention. Learners at this level can only recognize a few isolated words or phrases directly related to their present situation and basic needs. They can identify basic patterns and symbols that have precise meanings.

On the other hand, the findings obtained for the summative test show that after students participated in the IRA interventions, their literal comprehension improved. Significantly, there was notable progress in their ability to locate and understand the specific information in the texts (Part 2), understand the main ideas and supporting details of the longer text (Part 3), and understand the meaning of multiple types of short texts (Part 1) as depicted in figure 2. Additionally, the intervention was especially beneficial for twelfth-grade students with pre-A1 English competence before they started the IRA sessions. By the end of these interventions, most students had advanced to an A2: Elementary level, indicating their ability to find explicit information from texts.

The analysis of post-implementation data demonstrates that the IRA improved students' literal reading comprehension. In this context, the findings indicate an improvement in students' reading comprehension levels. The number of learners who achieved the A2: elementary English reading level increased, while those labeled A1: beginner and Pre-A1: starter decreased. The results coincided with Prayuda (2023), who mentioned that intensive reading was designed to help students comprehend the text's material more effectively while developing and improving their reading comprehension skills through accurate reasoning. Finally, Paran (2003) supports the previous affirmation, stating that focused reading improves reading ability in EFL students since they can absorb texts in steps rather than as a whole.

Observation Checklist Results

Exploration action research requires constant observation and reflection. Observation checklists and reflective notes were filled out after each intervention. In this way, every IRA lesson was improved based on the data collected. The data was registered and organized systematically in observation sheets to facilitate their analysis. These observation sheets aimed to reflect on the observations made during the application of IRA regarding the improvement of literal reading comprehension, where the categories were about the selection of reading materials, pre-reading, while-reading, post-reading, and reflective notes. They were filled out by researchers and the student's English teacher to avoid any biased reflection or comment.

In this case, the triangulation method was used to analyze the qualitative data. Da Silva Santos et al. (2020) mentioned that triangulation enhances credibility by using multiple methods, data sources, and researchers, allowing an understanding of complex study objects by examining them from different perspectives. Thus, the triangulation method aids in obtaining diverse perspectives, enriching this research project by identifying similarities or discrepancies. The triangulation procedure consisted of the following aspects: what researchers observed, some bibliographic review, and the researchers' interpretation (*see Appendix 9*).

 This category is analyzed below:

- **Students' engagement**

Figure 3

Triangulation about students' engagement by using the IRA.

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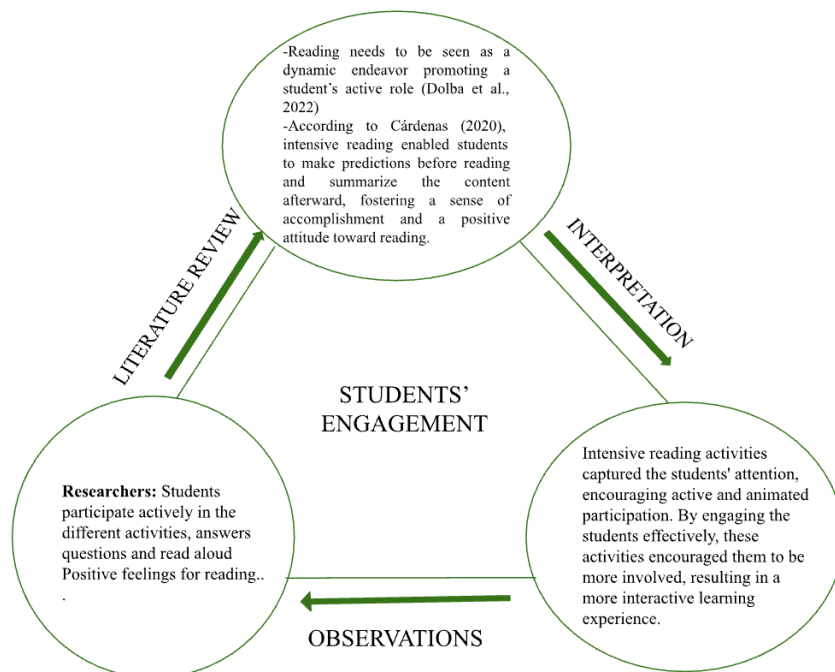
Note. Data by the authors

Figure 3 illustrates that IRA may help not only to improve the literal reading comprehension of the students but also in their active participation during the application. During the implementation of the Intensive reading approach, there were essential aspects of the student's engagement that facilitated the adequate completion of the activities. Firstly, the researchers observed that students participated actively in the different activities related to this approach, responding actively and enthusiastically to questions related to the text. Besides, all learners participated in diverse activities, such as prediction, checking vocabulary, or summarizing. For instance, if the student wants to participate in some activities, the student should raise his/her hand.

Moreover, the students showed greater interest in the multiple readings since they captivated their attention and interest, making them participate actively. This was possible because the researchers presented innovative activities according to the level. Consequently,

those materials and activities helped learners feel motivated to participate, showing a positive influence of the IRA on students' engagement.

The observational data collected by Dolba et al. (2022) mentioned that reading needs to be seen as a dynamic way to promote student's active role. Moreover, given their increased role in performing the intensive reading activities, learners were the center of the classroom. Therefore, they actively engaged with the readings, such as excitedly responding to prompts and questions, volunteering to read aloud, and participating in group discussions. The diverse IRA lessons promoted positive feelings for readings and engagement with the text by tailoring it to their interests and allowing them to participate actively. This is supported by Cárdenas (2020), who stated that intensive reading activities enable students to make predictions before reading and summarize the content afterward, fostering a sense of accomplishment and a positive attitude toward reading (Cárdenas, 2020).

Considering some authors' observation data and viewpoints about students' engagement with intensive reading activities, researchers concluded that this approach positively impacted student participation. For instance, IRA gave participants a more significant opportunity to play an active role during the lesson because they responded actively and enthusiastically to this approach. Finally, this approach fostered participants' positive feelings for reading by using different intensive reading activities, such as predicting,

Focus Group Discussion Results

The findings of the implementation through the focus group support the third specific objective, which focuses on reflection on the students' perceptions about implementing the intensive reading approach for improving literal reading comprehension. After the end of the

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eight interventions of the IRA, seven randomly selected 12th-grade high school students took part in this face-to-face talk, which lasted around 25 minutes. The debate was conducted in Spanish because it is the participant's native language. It allows for more explicit and effective communication, eventually improving the researchers' capacity to gather their ideas and perspectives.

To better understand students' perspectives, the researchers employed a coding method to examine the focus group data. This process facilitated the identification of themes by allowing for new interpretations of huge text segments and information sections and then examining how these meaning units are linked (Belotto, 2018). The coding process consisted of numerous stages. First, all discussions were transcribed correctly. The transcript was translated from Spanish to English to improve clarity during the analysis. The core coding phase followed, in which researchers carefully categorize and label various data elements depending on their content or meaning. This entails detecting themes, patterns, and concepts in the data and assigning codes to them. The researchers then examine the relationships and interconnections between the codes to develop primary concepts. The coding is shown in the figure below:

Figure 5

Categorization of students' perceptions about the implementation of IRA.
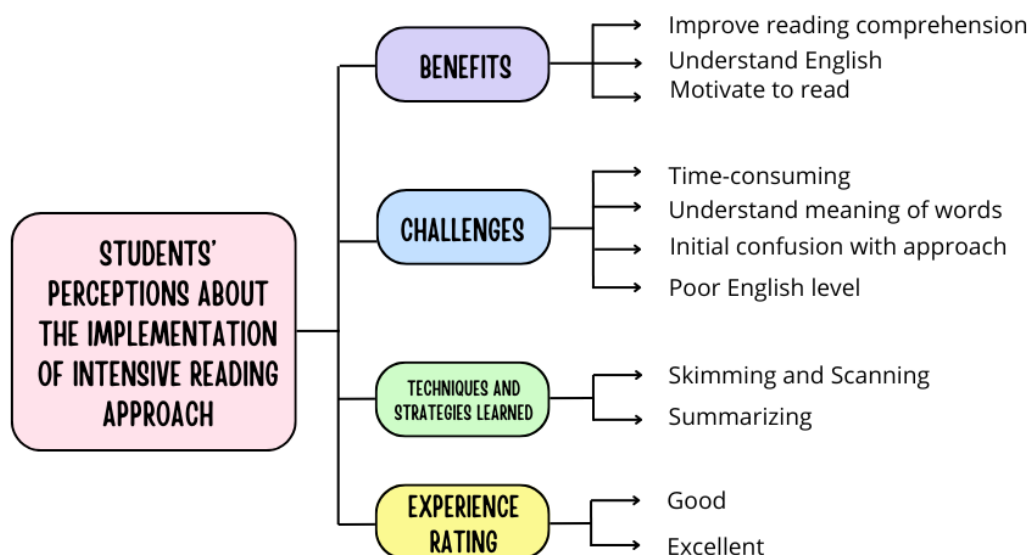
Note. Data by the authors

Figure 5 illustrates an inductive analysis that begins with four main categories organized to show the students' perception after implementing the IRA. The first category is benefits, with three subcategories. The second category is challenges, with four subcategories. The third category is techniques learned, with two subcategories. Finally, the fourth category is experience rating, with two subcategories.

Benefits of implementation of IRA

Students were asked if they found the activities and discussions during IRA sessions beneficial for improving their reading comprehension.

● **Improve their reading comprehension:** All participants agreed that the different activities helped them to improve and develop their literal reading comprehension. It is reinforced by Participant 7: "*The activities we have done during the period the teachers were here, my reading comprehension increased*

much more than I expected and I feel quite happy." Intensive reading activities have become more relevant during this lesson because students were excited to do them. Participant 4 mentioned, "*I found quite interesting that helped us with the reading comprehension of the different readings that we have done.*"

The findings of Paran (2003) support the result indicating that intensive reading is excellent for strengthening reading abilities in EFL students as they can absorb texts in steps rather than as a whole. In addition, this approach works well for teachers because it divides reading instruction into three stages: pre-, while, and post-reading. Nevertheless, incorporating this approach not only to improve students' literal reading comprehension but also to improve other reading-related skills can help break the monotony of traditional English classes. Cruz and Moncayo (2019) mentioned that through the use of intensive reading, students not only improve their reading comprehension but also learn more complex topics in more straightforward settings as they become immersed in the text and become able to distinguish grammar structures and discourse markers in context, which gives them a sense of real-life usage. Based on this result, the researchers can conclude that an intensive reading approach is a great tool to improve students' reading comprehension.

- **Understand English:** Most students agreed that the different activities based on intensive reading and readings help them understand English better. It is supported by Participant 1: "*I think that thanks to these readings they have helped us to be able to improve and understand English much better from the beginning.*" Besides, some participants mentioned that they did not understand

the text, but after some lessons, they were more motivated to learn and understand English. "*The simple fact of reading and understanding certain words already helps us to start understanding English better, especially texts.*" As stated by Cárdenas (2020), with this approach, students can enhance the other three primary language skills (writing, speaking, and listening) when they begin reading intensively.

- **Motivate to read:** The last benefit of this approach was the motivation to read. For instance, the participants felt motivated and inspired to delve deeper into the world of reading. Participant 5 mentioned, "*In addition, they are dynamic activities that motivated and inspire us to continue reading and make reading fun.*" it highlighted how this approach encouraged the students to want to continue reading even though the interventions have ended. In the same way, Participant 4 expressed that "*the topics of the reading were quite interesting, and the way of teaching makes us try to want to read the readings, because before it seemed to me quite boring. I didn't want to read them, since it was a lot of text, but now I find it a little more interesting and I understand the readings better.*" It shows that the IRA positively impacts the students by fostering reading motivation, particularly in English.

Challenges of implementation of IRA

For this section, students were asked about the personal challenges they experienced while implementing the IRA.

- **Time-consuming:** Regarding the first challenge, some participants agreed that techniques of intensive reading like skimming and scanning were time-

consuming to implement because when they started to use them, it was difficult to understand how to work. For example, as stated by Participant 5, "*At the beginning, it was a bit time-consuming and confusing. For example, the scanning techniques, where we had to look for a supporting detail in the whole text.*" Thus, it references the fact that students started with the implementation of the IRA. The different strategies presented were very time-consuming because they were something new to them. Participant 7 mentioned, "*It wasn't so much difficult as it was time-consuming, like my classmate said, identifying the text and applying the techniques they taught us.*" For this, students must continue to apply the different strategies to make using them more accessible.

- **Understanding the meaning of words:** Almost all participants stated that they did not understand the meaning of some words when they read. Participant 6 argued, "*It was difficult to understand the words whose meaning we didn't know.*" In addition, participant 7 stated that he had problems understanding the text because he did not understand the meaning of some words.

- **Initial confusion with the approach:** Most participants highlighted that when the teachers started to implement this approach, it was difficult to understand how to work because it was so different for them. A clear example of this is provided by Participant 2, who says, "*Maybe in the first class because it was just understanding how to apply them because it was something very different from what we normally have in our daily classes.*" To be precise, this participant emphasizes that the first lesson with IRA implementation was challenging because it was unfamiliar compared to their typical classes. As well to this one others have mentioned the same as is the case of Participant 3, who argued that

"it was difficult not only the text but also understanding the questions, since these activities were a bit different from what we are used to", demonstrating that the first classes were difficult to comprehend how to make the different activities based on this approach because it was different or new for students.

- **Poor English level:** One of the participants had problems understanding the reading due to poor English. For example, Participant 1 mentioned, "*In schools, you don't always have a good English level. So, many times with readings, reading comprehension isn't fully developed, causing you not to understand the reading.*" This shows that the students do not understand what they are reading or the literal comprehension activities they must complete. This emphasizes the significance of adequate English proficiency for effectively comprehending complex texts and the appropriate deployment of innovative educational approaches such as IRA.

Techniques learned

It represents the techniques that students learned during the implementation of the IRA, which helps them improve their literal reading comprehension.

- **Skimming and Scanning:** All the participants agreed that skimming and scanning techniques helped them identify the text's main and supporting ideas and find the answers to the literal comprehension questions. Participant 5 mentioned that "*scanning also seemed very interesting to me, focusing only on the introduction or conclusion to quickly find the main idea depending on what we are looking for and what is asked of us.*" As well to this one, others have mentioned a similar argument as is the case of Participant 6, who argues that

"Like skimming, scanning, which are techniques the teachers have taught us to be able to answer the questions in a better way", demonstrating that these techniques were meaningful for the students to answer correctly and fast. This statement was consistent with the Suwarso and Praseno (2022) underscored techniques focused on intensive reading skills such as scanning and skimming to help students better understand text elements like the topic, main idea, and paragraph structure.

- **Summarizing:** One key strategy that participants learned during these sessions was summarization. All participants believed this strategy improved their comprehension of the texts by allowing them to identify the readings' main ideas and supporting details. Participant 1 argued, "*I found the strategies we used interesting, especially the way of summarizing and understanding the key ideas of a text.*" Thus, this caused the participants to improve their literal reading comprehension. This was what participant 7 argued, "*summarizing since it's a good way to understand a text so that it isn't so tedious to do them.*"

Experience rating

The last category from the focus group discussions was experience rating, in which the researcher wanted to know how participants rated their experience using the intensive reading approach to improve their literal reading comprehension.

- **Good:** The in-depth focus group discussion data indicated that 4 participants out of 7 mentioned that they have good experiences since the students feel more motivated and can understand the texts better. For instance, participant 4 argued, "*For my part, I think it is also very good because the topics of the reading were*

quite interesting." Additionally, Participant 6 mentioned, "*I would rate it as good because it helped me to understand the readings that are mostly very long much more and to learn new words that I didn't understand before.*" Based on the participants' quotes, numerous seem to have benefited from the IRA implementation in terms of a positive learning environment and improvement in their literal comprehension of the different activities and techniques learned.

- **Excellent:** The implementation of the IRA received positive feedback, with 3 out of 7 participants rating their experience as excellent. Participants found the researchers' innovative approach to be both exciting and helpful for their English learning process, which is what sparked their enthusiasm. It is reinforced by Participant 3: "*I would also rate it as excellent because it is something relatively new to us, but actually, the way it was introduced has been very good. And the tactics they have given us to be able to apply it have also been good.*" In addition, Participant 7 argued that "*I would rate it as excellent because I have noticed a lot of improvement in my reading comprehension.*" This demonstrates that the IRA interventions were innovative and beneficial for students since they helped them improve their literal reading comprehension and increase their motivation for reading.

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7. Conclusions

This exploratory action research study demonstrates that the intensive reading approach significantly improves twelfth-grade English literal reading comprehension abilities in a private high school. The analysis of the collected data revealed the following key findings:

First and foremost, this study has successfully achieved its objectives related to the intensive reading approach (IRA). By diagnosing students' initial levels of literal comprehension and implementing eight IRA sessions, significant improvements were observed in students' reading comprehension skills. Initially, 14 students were at the Pre-A1 level, 11 at A1, and 2 at A2. After the interventions, the number of Pre-A1 students decreased to 2, A1 students to 8, and A2 students increased to 14, with 3 reaching B1 proficiency.

Secondly, IRA activities, which involve predicting, vocabulary checking, and summarizing, effectively engaged students and enhanced their understanding of texts. These activities not only boosted literal comprehension but also fostered positive attitudes towards reading, as reflected in students' enthusiastic participation and improved perceptions of English lessons.

Thirdly, focus group discussions further highlighted students' perspectives on IRA implementation, revealing positive feedback regarding its benefits in literal comprehension improvement despite initial challenges. Students acknowledged the approach's role in enhancing their reading skills and expressed enthusiasm for continued use. Hence, this research underscores the Intensive Reading Approach's efficacy in improving literal reading comprehension among twelfth-grade learners. Besides, it provides valuable insights into practical instructional strategies that promote engagement and learning, contributing to a more

effective educational environment. Finally, this research provides helpful insights about applying the intensive reading approach, which is more effective and appealing for students while developing literal reading comprehension.

8. Recommendations

While the implementation of IRA yielded positive outcomes, future investigations should take into account several recommendations for utilizing this approach effectively. Firstly, enhancing support for the initial understanding of intensive reading activities, which involve skimming, scanning, and summarizing, is crucial. Addressing students' challenges in understanding the IRA efficiently requires more precise explanations and guided practice sessions. Besides, it is paramount to maintain a structured IRA during the lessons, emphasizing skills such as locating specific information, understanding main ideas and supporting details in longer texts, and comprehending various short texts.

Moreover, regarding time management, it is necessary to implement some techniques during IRA lessons to achieve learning outcomes. Guiding students in prioritizing tasks and managing time effectively ensures efficient use of instructional time, promoting engagement and maximizing learning effectiveness. To conclude, exploring and experimenting with additional strategies or methods that can complement IRA during reading lessons would be beneficial, potentially enhancing its teaching and learning experience with innovation.

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10. Annexes

Annexes 1: Validation tools

Validation tool A

Instructivo y procedimientos para el Trabajo de Integración
Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2023)

Validation of the Instrument by Experts.

Evaluator´s name: UVALDO RECINO PINEDA

Specialty: ELT SPECIALIST AND RESEARCHER

Academic degree: M.A and PhD

- **Authors of the Final Integrated Project:**
  Erika Vanessa Mejía Landi
  Evelyn Vanessa Peralta Villalta
- **Title of the research:**
  Improving students' reading comprehension through the use of the intensive reading approach at a public high school in Cuenca.
- **General objective:**
  To explore how the Intensive Reading Approach improves the students' reading comprehension
- **Specific objectives:**
1. To diagnose the level of students' literal comprehension before and after implementing the Intensive Reading Approach.
2. To implement and observe intensive reading activities to enhance the student's reading comprehension.
3. To reflect on the students' perceptions on the implementation the Intensive Reading Approach for improving reading comprehension.

1. **INSTRUMENT TO VALIDATE THE RATING SCALE**

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4 – Agree   5 – Strongly Agree

Criteria

Criteria	1	2	3	4	5
The items in the instrument are relevant to answer the objectives of the study.	1	2	3	4	**5**
The items in the instrument can obtain depth to constructs being Measured/studied.	1	2	3	4	**5**
The instrument has an appropriate sample of items for the construct being measured/studied.	1	2	3	4	**5**
The items and their alternatives are neither too narrow nor limited in its content.	1	2	3	4	**5**
The items in the instrument are stated clearly.	1	2	3	4	**5**
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	**5**
The terms adapted in the scale are culturally appropriate.	1	2	3	4	**5**
The layout or format of the instrument is technically sound.	1	2	3	4	**5**
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	**5**
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	**5**
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	**5**

2. COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

    Yes **X**   NO_____

Improving Students' Reading Comprehension
through the Intensive Reading Approach at a
private high school in Cuenca

Erika Vanessa Mejía Landi
Evelyn Vanessa Peralta Villalta

Instructivo y procedimientos para el Trabajo de Integración
Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2023)

2. What items would you add or erase? **None**

3. **What other suggestions would you make to improve this instrument?** None

Evaluator's Names: **UVALDO RECINO PINEDA**

ID: **1756655393**

Academic Degree: **M.A and PhD**

Signature:

Improving Students' Reading Comprehension
through the Intensive Reading Approach at a
private high school in Cuenca

Erika Vanessa Mejía Landi
Evelyn Vanessa Peralta Villalta

Validation tool B

Instructivo y procedimientos para el Trabajo de Integración
Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2023)

UNAE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Validation of the Instrument by Experts.

Evaluator´s name: _____

Specialty: _____

Academic degree: _____

- **Authors of the Final Integrated Project:**

  Erika Vanessa Mejía Landi

  Evelyn Vanessa Peralta Villalta

- **Title of the research:**

  Improving students' reading comprehension through the use of the intensive reading approach at a public high school in Cuenca.

- **General objective:**

  To explore how the Intensive Reading Approach improves the students' reading comprehension

- **Specific objectives:**

1. To diagnose the level of students' literal comprehension before and after implementing the Intensive Reading Approach.

2. To implement and observe intensive reading activities to enhance the student's reading comprehension.

3. To reflect on the students' perceptions on the implementation the Intensive Reading Approach for improving reading comprehension.

1. **INSTRUMENT TO VALIDATE THE RATING SCALE**

Instruction: Please indicate your degree of agreement or disagreement on the statements provided below by encircling the number which corresponds to your best to your judgment.

1 – Strongly Disagree   2 – Disagree   3 – Undecided   4 – Agree   5 – Strongly Agree

Criteria

Criteria					
Each part of the instrument is relevant to answer the objectives of the study.	1	2	3	4	5
The content of the instrument can effectively and in-depth measure the element of the study being evaluated (literal Reading comprehension).	1	2	3	4	5
The instrument has an appropriate sample of content for the const being measured.	1	2	3	4	5
The content and its alternatives are not restricted or confined in scope.	1	2	3	4	5
The items in the instrument are stated clearly.	1	2	3	4	5
The items on the instrument can elicit responses which are stable, definite, consistent and not conflicting.	1	2	3	4	5
The terms adapted in the scale are culturally appropriate.	1	2	3	4	5
The layout or format of the instrument is technically sound.	1	2	3	4	5
The instrument is not too short or long enough that the participants will be able to answer it within a given time.	1	2	3	4	5
The instrument is interesting such that participants will be induced to respond to it and accomplish it fully.	1	2	3	4	5
The instrument as a whole could answer the basic purpose for which it is designed.	1	2	3	4	5

2. COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study?

    Yes X   NO_____

Improving Students' Reading Comprehension
through the Intensive Reading Approach at a
private high school in Cuenca

Erika Vanessa Mejía Landi
Evelyn Vanessa Peralta Villalta

Instructivo y procedimientos para el Trabajo de Integración
Curricular y el Examen Complexivo en PINE
Comité de Titulación de PINE (abril, 2023)

2. What items would you add or erase?

_____

_____

_____

_____

3. **What other suggestions would you make to improve this instrument?**

Please check the title, research question and objectives. You do not mention literal

comprehension reading.

Evaluator's Names: MAHLY J. MARTINEZ

ID:1759432733

Academic Degree: PHD IN EDUCATION

Signature:

Firmado electrónicamente por:
MAHLY JAHZEEL
MARTINEZ JIMENEZ

Improving Students' Reading Comprehension
through the Intensive Reading Approach at a
private high school in Cuenca   Erika Vanessa Mejía Landi
                                                 Evelyn Vanessa Peralta Villalta

Annexes 2: Diagnostic Test

Diagnostic Test
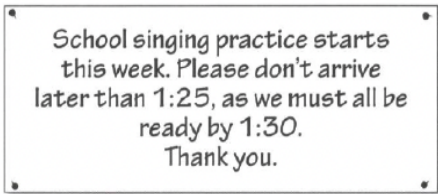
Name:_____

Class:_____
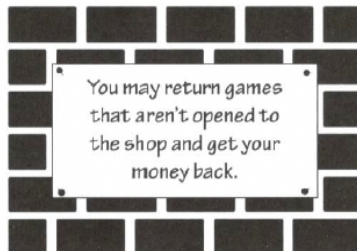
- **Questions 1-6**
  Read the following six short texts and choose the main idea in Column B.

COLUMN A   COLUMN B

School singing practice starts this week. Please don't arrive later than 1:25, as we must all be ready by 1:30. Thank you.

A. Singing practice starts at 1:25.
B. There is no signing practice this week.
C. Please arrive early for singing practice.

1.

You may return games that aren't opened to the shop and get your money back.

You can return a game if

  A. It doesn't work.
  B. You don't like it.
  C. You haven't used it.

2.

Book club
Do you enjoy discussing books with classmates? Yes? Then come along to the book club. To join, contact Mr Sponforth.

Speak to Mr Sponforth if

  A. You are interested in becoming a member of the book club.
  B. You would like to borrow a book from the club.
  C. You have read the same book as your classmates.

3.

Improving Students' Reading Comprehension through the Intensive Reading Approach at a private high school in Cuenca

Erika Vanessa Mejía Landi
Evelyn Vanessa Peralta Villalta

Hi Dad! It's Sam's birthday, so I want to buy a present. Could you lend me enough to get him something from the bookshop? Thanks! Davey
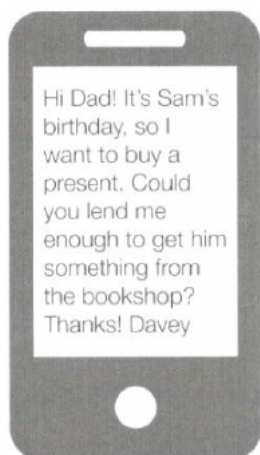
Davey wants to

   A. Go shopping with his dad.

   B. Borrow some money.

   C. Ask what to get for Sam.

4.

HONEY CAFÉ

Unfortunately two of our staff are ill today. (We must have at least three to open.) Open at 9 a.m. tomorrow.
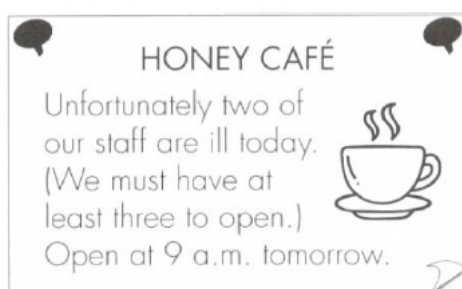
   A. The café is closed today.

   B. We are looking for more staff.

   C. Tomorrow, we open at a different time.

5.

Smitford's Computer Store

Bring us your old laptop* when you get a new one from us and receive £100 off.

*must still work

   A. We repair old laptops.

   B. Old laptops are for sale for $100.

   C. Save money when you buy a new laptop.

6.

- **Questions 7-13**
  Read three short texts. Choose the correct answer for each question to the passage it belongs.

Three teenage business people

Noah Mintz

Noa started a business when she was 8, holding art classes for children. Two years later, she began a party planning business for children. She doesn't think that went very well. She thinks that because she was very young, the business wasn't exactly perfect. These days, she is sure that she knows what she's doing, as she has a business that finds staff to look after other people's children. She also pays someone to help her with the business.

Mikaila Ulmer

Mikaila has opened a company called *Me and the Bees.* It sells lemonade, which is made with local honey. The drink is sold in several shops in Mikaila's home town and online, and some of the money is given to nature groups that work with bees and other insects. Mikaila also shows children and their families how to get ideas to make money. She says, "I think I've got lots of good advice for them."

Jessie Chong

When Jessie was really young, her parents told her that she should find something that she loved doing. She's happy she did because she thinks everyone should love their work. Jessie makes jewellery and sells it online. She looks at flowers and plants, and then uses the shapes and colours she sees in her jewellery.

7. **Which person helping wildlife?**

   A. Noa Mintz   B. Mikaila Ulmer   C. Jessie Chong

8. Which person has given someone a job?

A. Noa Mintz   B. Mikaila Ulmer   C. Jessie Chong

9. Which person gets ideas for her business from nature?

A. Noa Mintz   B. Mikaila Ulmer   C. Jessie Chong

10. Which person wants to teach children about business?

A. Noa Mintz   B. Mikaila Ulmer   C. Jessie Chong

11. Which person has opened other companies before?

A. Noa Mintz   B. Mikaila Ulmer   C. Jessie Chong

12. Which person is pleased that she took some good advice?

A. Noa Mintz   B. Mikaila Ulmer   C. Jessie Chong

13. Which person thinks she has improved as a business person?

A. Noa Mintz   B. Mikaila Ulmer   C. Jessie Chong

- **Questions 14-18**
  Read the following text carefully and for question 14 to 18, choose the correct answer.

Where playing video games IS real life

Seo-yun Cho doesn't have time for hobbies because she spends all her time playing video games. "I practice as much as I can so I will improve," she says. "This is what I really need to do."

Seo-yun and her friends are members of KSFireflies 6, a video game team. Since they all left school, they have managed to make playing video games their life.

Evety day, Seo-yun gets up after a good night's sleep at 10 a.m. and goes for a jog for an hour before sitting down at her computer and starting to play. She and her friends have a few breaks to eat and relax during the day and the evening, but Seo-yun thinks that after midnight is when she has more fun playing than at any other time. She usually goes to bed at 3 a.m.

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Seo-yun and the rest of the team need to train hard and keep fit, as top players need to do about 200 mouse-clicks a minute. Video games are big business in South Korea, and the best players (like KS Fireflies 6) usually become even better-known than top baseball or volleyball players.

Some people might get bored after playing video games for an hour or two. But these guys are actually getting paid to do something they love as a job. Many of them would even like to do for free!

14. What is the most important thing for Seo-yun Cho?

    A. Trying new video games

    B. Getting better at video games

    C. Finding enough time to play video games

15. Seo-yun and her friends

    A. Live together.

    B. Went to school together.

    C. Have a business together.

16. What does Seo-yun say about playing games at night?

    A. It's when she feels happiest.

    B. It's the time that she most enjoys playing.

    C. It sometimes makes her tired.

17. What does the writer say about sports?

    A. Seo-yun and her friends play a lot of sports video games.

    B. Seo-yun and her friends play sports to get fit.

    C. Seo-yun and her friends are more famous than some sports players.

18. Why does the writer think that Seo-yun and her friends are lucky?

    A. Because they earn a lot of money

    B. Because they don't need to look for another job

    C. Because they are doing something that they love

Annexes 3: Summative Test

Summative Test

Name:_____

Class:_____

- **Questions 1-6**
  Read the following six short texts and choose the main idea in Column B.

COLUMN A   COLUMN B

Please don't eat ice creams here. They aren't good for our books! Please finish them outside before you come in. Thanks.

1.
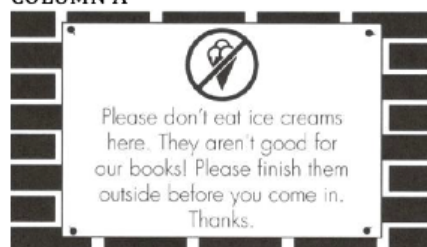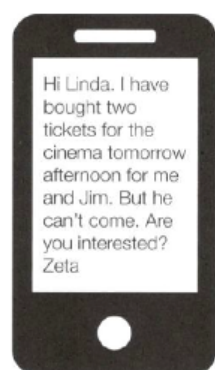
Where might you see this?

  A. In a café
  B. In a library
  C. In a picnic area

FOUND
One school bag
Inside: one key and a phone

Contact Mrs Thompson if you think it might be yours.

2.

Speak to Mrs Thompson if

  A. You've got an extra key.
  B. You have lost something.
  C. You know where the bag is.

Hi Linda. I have bought two tickets for the cinema tomorrow afternoon for me and Jim. But he can't come. Are you interested? Zeta

3.

Zeta has written to

  A. Invite Linda to go and see a film.
  B. Ask Linda what films she's interested in.
  C. Tell Linda where to meet Jim tomorrow.

From: Flora
To: Tony

Congratulations, Tony! I heard that you passed maths!
Have a great birthday.
And next time I write to you, you'll be 15!
Best wishes,
Flora
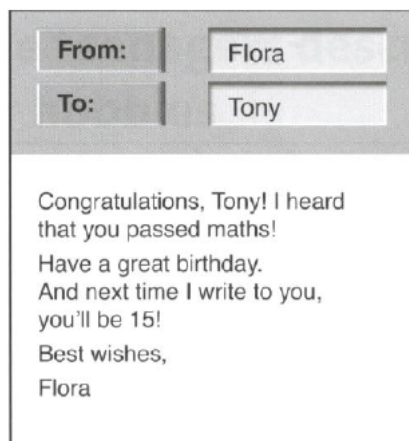
4.

What has Tony just done?

A. Met Flora
B. Had a birthday
C. Done well in an exam

NO EXIT
The door isn't working correctly. Use door opposite to get to the science room.
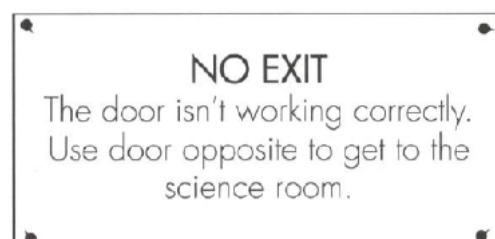
5.

A. Please go to the science room now.
B. You can't go out through this door.
C. The science laboratory is being used by other people today.

Tom:
Thanks to all my guests! It's brilliant you could come. Hope you've made new friends. I'll add the pictures I took soon!
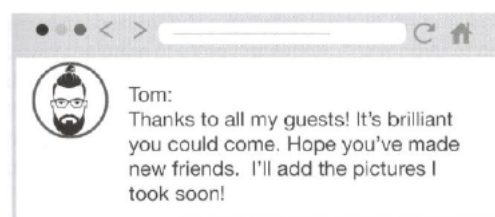
6.

Tom is writing about

A. A party that he had.
B. A picture that he saw.
C. Some people that he has just met.

- **Questions 7-13**
  Read three short texts. Choose the correct answer for each question to the passage it belongs.

Three teenagers describe their hobbies

Melissa, runner

I started running about a year ago. At first, I just ran 1 or 2 kilometers, but I now do about 10. My speed is improving too, I've joined a running club in the town centre. I didn't know any of the members before, but now most of them are my mates. My dad was a keen runner when he was younger – he was really fit, but he stopped when he hurt his leg. Actually, I need to order some new running shoes – just a simple pair. I don't think the expensive ones make you run faster!

Sharon, skateboarder

I go skateboarding most evenings in the park. I suppose that's quite a lot, but the park is only a minute or two from our apartment, and I only stay there half an hour or so. Although I stay longer when my friends are there. Sometimes my cousin's there too. He's beginner, and I'm teaching him a few moves. He's starting to get really good!

Latifa, rock climber

Two of my best friends suggested I should start rock climbing, so now the three of us do it together. The mother of one of them takes us once or twice a month, but I'd like to do it every week. When I started, I didn't know you need to get so much stuff – and it isn't exactly cheap! I really love it. I don't think I'll ever get bored of climbing!

7. **Which person has made new friends because of her hobby?**

   A. Melissa B. Sharon C. Latifa

8. **Which person does her hobby near her home?**

A. Melissa   B. Sharon   C. Latifa

9. **Which person says she is getting better at her hobby?**

A. Melissa   B. Sharon   C. Latifa

10. **Which person does hey hobby with a family member?**

A. Melissa   B. Sharon   C. Latifa

11. **Which person wants to do her hobby more often?**

A. Melissa   B. Sharon   C. Latifa

12. **Which person needs to buy something for her hobby?**

A. Melissa   B. Sharon   C. Latifa

13. **Which person says her hobby was more expensive than she thought?**

A. Melissa   B. Sharon   C. Latifa

- **Questions 14-18**
  Read the following text carefully and for question 14 to 18, choose the correct answer.

Would you like to be an astronaut?

You don't have to be Superman to fly in space. Many men and women from many different countries have done it. For example, the European Space Agency (ESA) now has 14 astronauts from 8 different countries.

The first thing is this – you need to be sure it's the job that you really want to do. It requires a lot of hard work and several years of study at university before astronaut training even begins. Most people start this between 27 and 37 years of age. Many astronauts also train to become pilots first.

Astronauts come from all over Europe and the world, and it's important that they can speak the same languages. They have to speak English, and they are given Russian

lessons. Some also learn another language, for example Japanese, as a number of astronauts are Japanese speakers.

If you are still at school and you'd like to be an astronaut when you're older, it's not too early to start developing the skills you will need. Playing video games is a great thing to do, as it helps you to think quickly and clearly. This is what you will need to do when you travel in space.

Another good thing to do is sports, especially team sports. They make you fit, of course, but more importantly, they help you learn how to do things together with your colleagues. So, maybe planning a game of football for next weekend isn't a bad idea?

14. The first paragraph says that

    A. Lots of people can be an astronaut.

    B. There are astronauts from all countries.

    C. Only 14 people from Europe have become astronauts.

15. The writer says

    A. You need to be a pilot before you become an astronaut.

    B. It's important to know that being an astronaut is right for you.

    C. When you start training to be an astronaut, you must be between 27 and 37.

16. Which languages do ESA astronauts know how to speak after training?

    A. English and Russian

    B. English and Japanese

    C. English, Japanese and Russian

17. Why can playing video games be useful if you want to be an astronaut?

    A. There are many video games about space travel.

    B. Video games can teach you to think fast.

    C. Video games help you to understand how computers work.

18. How can sports help you to become an astronaut?

    A. They help you to get fit.

    B. They give you something to do in your free time.

    C. They help you to work well with other people.

Annexes 4: Observation Checklist Template

Observation Checklist: Use of the Intensive Reading Approach

School Name: _____

Date of Observation: _____

Class: _____

Number of students: _____

N°	*Criteria*	Observed		Comments
		Yes	No	
Selection of Reading Materials				
1	The reading materials consist of graded readers appropriate to students' level			
2	Various genres are available, such as fiction, non-fiction, news, articles, etc.			
3	The learning resources seem to attract the students' interest because they cover everything from science fiction to articles.			
Pre-Reading				
4	The teacher activates students' prior knowledge on the topic through discussions, brainstorming, or visuals.			

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5	Students are encouraged to make predictions about the reading based on the title, illustrations, or their prior knowledge.			
6	Pre-reading activities engage students' interest and curiosity.			
While-Reading				
7	Students use strategies like sounding out unfamiliar words, using context clues, or referring to dictionaries to overcome vocabulary obstacles.			
8	Students read at a slower pace, focusing on understanding specific details, vocabulary in context, and sentence structures.			
9	Students actively engage with the text by underlining key ideas, making notes in margins, creating graphic organizers, or using other annotation methods.			
10	Students ask and answer questions to check understanding.			
Post-Reading				

11	Students engage in activities that require them to demonstrate an understanding of the reading, such as summarizing, discussing, or presenting.			
12	Students summarize the main points and supporting details in their own words, individually or collaboratively.			
13	Students engage in activities that encourage analysis, interpretation, or evaluation of the text.			
14	Post-reading activities encourage critical thinking and analysis.			
Reflective Notes				
15	Any observed challenges in implementing the intensive reading approach			
16	Solutions or adaptations made by the teacher/researcher during the lesson			
17	Strengths of the lesson			

18	Improvements for the next lesson.			

Annexes 5: Focus Group Discussion

Focus Group Discussion

Introducción:

Estimados participantes:

Agradecemos sinceramente que se hayan tomado el tiempo para conversar con nosotros hoy. Nos gustaría hacerles algunas preguntas sobre sus experiencias en la implementación del Enfoque de Lectura Intensiva con el objetivo de mejorar la comprensión lectora. Antes de comenzar, quisiéramos repasar algunos puntos importantes:

- A continuación, les formularemos preguntas acerca de sus experiencias durante la implementación de este enfoque.
- No hay respuestas correctas o incorrectas a ninguna de estas preguntas.
- No compartiremos su nombre o información de identificación personal junto con cualquier cosa que usted diga acerca de sus profesores o cualquier otra persona, es completamente confidencial y sus respuestas serán utilizadas únicamente con fines educativos y de investigación.

- Si en algún momento no se sienten cómodos/as respondiendo alguna pregunta, pueden omitirla sin problema.

PREGUNTAS

Percepción de los estudiantes sobre la aplicación de actividades de lectura intensiva en clase

de inglés

1. **¿Pueden hablarnos un poco de su experiencia con la comprensión lectora en clase de inglés antes de utilizar el enfoque de lectura intensiva?**

2. **¿Hay algún aspecto del enfoque de lectura intensiva que les resulte especialmente útil o interesante?**

3. **¿Consideran que las actividades y discusiones durante las sesiones del enfoque de la lectura intensiva son beneficiosas para mejorar su comprensión lectora? ¿Por qué sí o por qué no?**

4. **¿Hay algún aspecto del enfoque de la lectura intensiva que le resulte difícil?**

5. **Pensando en tu experiencia y perspectiva con el enfoque de la lectura intensiva, ¿lo recomendarían a otros estudiantes con dificultades de comprensión lectora? ¿Por qué?**

6. **En general, ¿cómo calificarían su experiencia con el Enfoque de Lectura Intensiva en términos de su impacto en sus habilidades de comprensión lectora?**

Gracias por participar en esta encuesta. Sus comentarios son valiosos para mejorar la experiencia de aprendizaje del inglés.

Annexes 6: Consent forms

Consent letter for the rector of the private high school

UNIVERSIDAD NACIONAL DE EDUCACIÓN

UNAE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE

ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN

EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA

Azogues, 29 de abril del 2024

1. **DATOS INFORMATIVOS:**

1.1. Apellidos y nombres: Erika Vanessa Mejia Landi / Evelyn Vanessa Peralta Villalta	
1.2. Carrera: Pedagogía de los Idiomas Nacionales y extranjeros	**1.3. Itinerario:** Horas de inglés de los estudiantes
1.4. Ciclo: Noveno Ciclo	**1.5. Paralelo:** 2

Parroquia Javier Loyola
(Chuquipata)
Azogues, Ecuador
TELF. 07 370-1200
info@unae.edu.ec

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UNIVERSIDAD NACIONAL DE EDUCACIÓN

UNAE | PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Dr. Juan Carlos Ulloa

Rector de la institución Educativa

Nosotras, *Erika Vanessa Mejia Landi y Evelyn Vanessa Peralta Villalta* nos dirigimos a usted muy respetuosamente para solicitar una autorización de ingreso a la **Unidad Educativa Bilingüe Buena Esperanza**, con el objetivo de ejecutar un estudio educativo como parte de nuestro Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, detallamos nuestro estudio educativo:

Detallar el Estudio (título, objetivos, metodología como se recupera la información)

Título: Mejoramiento de la comprensión lectora de los estudiantes mediante el uso del enfoque de lectura intensiva en una unidad educativa particular de Cuenca.

Objetivo principal: Explorar cómo el Enfoque de Lectura Intensiva mejora la comprensión lectora de los alumnos.

Metodología: Para esta investigación se usará una evaluación diagnostica para evaluar el nivel de lectura que tienen los estudiantes y una evaluación sumativa para poder comparar los resultados y saber si hubo un mejoramiento de los estudiantes. Además, se implementará un grupo focal para recopilar datos a través de esta interacción grupal.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,

Autorizado.

Parroquia Javier Loyola
(Chuquipata)
Azogues, Ecuador
TELF: 07 370-1200
info@unae.edu.ec

UNIVERSIDAD NACIONAL DE EDUCACIÓN

UNAE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Firma: _____

Nombres y apellidos: Juan Carlos Villa Cárdenas

Rector

C.I.: 0102859923

Sello de la institución: _____

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Consent letter for students' parents

Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Bilingüe Buena Esperanza

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Extranjeros y Nacionales**, **9no ciclo**, paralelo **2** que realizan sus prácticas preprofesionales en la institución **Unidad Educativa Biliengue Buena Esperanza** tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su **comprension lectora**. Durante este tiempo, los estudiantes de **Segundo de Bachillerato paralelo "B"** deberán colaborar con ciertas actividades como pruebas, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que después de los resultados obtenidos en las primeras pruebas, se seleccionará a un grupo pequeño de estudiantes, quienes serán los que participen activamente en el proceso. El estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con el docente de inglés de este curso para pedir su debida autorización.
De igual manera se dará a conocer a los representantes de cada estudiante acerca de las actividades que se van a realizar con ellos por medio de una corta reunión en clases.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.
1. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados en las prácticas preprofesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.
2. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.

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3. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.
4. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.
5. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los alumnos y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

………………………………………………………………………..…………………

Nombre completo padre/madre/representante legal:

……………………………………………………………………………………….......

Cédula de ciudadanía: ………………………….

Firma del padre/madre/representante legal: ………………………

Fecha: ……………………

Annexes 7: Lesson plans

Link for the lesson plans:

https://docs.google.com/document/d/17W5XR5YoLIDX9l6QndkpUeeJS4wXE2aOg

L6zHugu_-s/edit?usp=sharing

Annexes 8: Diagnostic and Summative tests grades

Diagnostic test grades

Name	Part 1 (6 points)	Part 2 (7 points)	Part 3 (5 points)	SCORE OVER 18	SCORE OVER 10	CEFR
Student 1	5	0	2	7	3,9	Pre A1
Student 2	3	3	2	8	4,4	A1
Student 3	3	4	1	8	4,4	A1
Student 4	6	5	1	12	6,7	A1
Student 5	1	2	2	5	2,8	Pre A1
Student 6	1	4	1	6	3,3	Pre A1
Student 7	5	4	3	12	6,7	A1
Student 8	3	5	2	10	5,6	A1
Student 9	0	1	2	3	1,7	Pre A1
Student 10	0	5	0	5	2,8	Pre A1
Student 11	4	3	1	8	4,4	A1
Student 12	4	3	0	7	3,9	Pre A1
Student 13	1	3	1	5	2,8	Pre A1
Student 14	3	2	2	7	3,9	Pre A1
Student 15	4	2	2	8	4,4	A1
Student 16	1	1	2	4	2,2	Pre A1
Student 17	2	1	1	4	2,2	Pre A1
Student 18	1	5	3	9	5	A1
Student 19	4	3	0	7	3,9	Pre A1
Student 20	5	5	3	13	7,2	A2
Student 21	5	5	4	14	7,8	A2
Student 22	5	4	2	11	6,1	A1

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Student 23	5	3	3	11	6,1	A1
Student 24	0	4	1	5	2,8	Pre A1
Student 25	0	2	2	4	2,2	Pre A1
Student 26	4	2	2	8	4,4	A1
Student 27	2	2	2	4	2,2	Pre A1

Summative test grades

Name	Part 1 (6 points)	Part 2 (7 points)	Part 3 (5 points)	SCORE OVER 18	SCORE OVER 10	CEFR
Student 1	4	7	3	14	7,8	A2
Student 2	4	6	2	12	6,7	A1
Student 3	3	5	5	13	7,2	A2
Student 4	5	7	5	17	9,4	B1
Student 5	2	5	2	9	5	A1
Student 6	3	4	4	11	6,1	A1
Student 7	6	6	5	17	9,4	B1
Student 8	5	5	4	14	7,8	A2
Student 9	3	5	4	12	6,7	A1
Student 10	5	5	5	15	8,3	A2
Student 11	5	5	4	14	7,8	A2
Student 12	3	5	4	12	6,7	A1
Student 13	2	4	1	7	3,9	Pre A1
Student 14	4	7	4	15	8,3	A2
Student 15	4	6	3	13	7,2	A2
Student 16	4	5	4	13	7,2	A2
Student 17	3	4	3	10	5,6	A1
Student 18	3	6	4	13	7,2	A2
Student 19	4	5	3	12	6,7	A1
Student 20	4	7	3	14	7,8	A2
Student 21	6	7	5	18	10	B1
Student 22	5	6	3	14	7,8	A2
Student 23	5	7	3	15	8,3	A2

Student 24	3	4	2	9	2,8	Pre A1
Student 25	2	4	2	8	4,4	A1
Student 26	4	6	3	13	7,2	A2
Student 27	4	7	4	15	8,3	A2

Annexes 9: Triangulation process

Categories	Observation	Literature Review	Interpretation
Students' Engagement	**Researchers:** Students participated actively in the different activities presented, responding actively and enthusiastically to questions related to the text. Besides, the students participated in volunteering, and sometimes researchers nominated someone so that all students could participate in the activities. The students showed greater interest in the readings, which caught their attention and made them participate more actively in the different activities, such as identifying the main and supporting ideas of the reading, making predictions about the topics, and checking vocabulary. Monitoring students during the activities, both individual and collaborative.	Reading needs to be seen as a dynamic endeavor promoting a student's active role (Dolba et al., 2022) According to Cárdenas (2020), intensive reading enabled students to make predictions before reading and summarize the content afterward, fostering a sense of accomplishment and a positive attitude toward reading.	The implementation of the IRA facilitated active participation from all students during these lessons because researchers could create innovative activities and use readings that caught students' interest, which allowed students to have an active role in the class. Besides, in the multiple classes, learners felt more comfortable and enthusiastic about participating because there were topics that they knew or that captured their attention. The collaborative work played a crucial role to increase in student participation due to the students could work in groups that permitted them to interact with other classmates which helped them feel surer of their answers.

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PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA**

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Azogues, 13 de marzo de 2024

Erika Vanessa Mejia Landi
C.I.: *0150486678*

Improving Students' Reading Comprehension through the Intensive Reading Approach at a private high school in Cuenca

Erika Vanessa Mejía Landi
Evelyn Vanessa Peralta Villalta

UNIVERSIDAD NACIONAL DE EDUCACIÓN

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DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES – DIRECCIÓN DE BIBLIOTECA

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Evelyn Vanessa Peralta Villalta
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Improving Students' Reading Comprehension through the Intensive Reading Approach at a private high school in Cuenca

Erika Vanessa Mejía Landi
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UNIVERSIDAD NACIONAL DE EDUCACIÓN

CERTIFICACIÓN DEL TUTOR PARA
TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Yo (Julia Raina Fetima Sevy-Biloon) con C.I. 0107240996, tutor del Trabajo de Integración Curricular denominado " Improving Students' Reading Comprehension through the Intensive Reading Approach at a private high school in Cuenca " perteneciente a los estudiantes: Erika Vanessa Mejia Landi con C.I. 0150486678 , Evelyn Vanessa Peralta Villalta con C.I. 0106146210 doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el _9__ % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad Nacional de Educación.

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